Draft Recommendations for the Next Generation
Kentucky Accountability System

Presented by
The Systems Integration Work Group to
The Consequential Review Work Group

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Introduction

Kentucky was one of the first states to initiate a state educational accountability system. Proposed in conjunction with the historic 1989 state Supreme Court decision and subsequent 1990 state legislation, Kentucky's initial accountability system was widely recognized as a model in coherently bringing together standards, assessment, and accountability to support goals of equity and excellence. Over the past 25 years Kentucky has successively revised its standards, assessment, and accountability systems while encouraging local development of curriculum and instruction systems, all with the common goal of better fostering students who will be prepared after graduation for life in college and/or work, and as citizens. The success of the accountability systems— together with other efforts supporting education— has been marked, in part, by the rise in Kentucky's educational standing among states. University of Kentucky researchers concluded, "Kentucky's educational rank has improved from 48th to 33rd over the past twenty years."[1] (See Table 1.)

Table 1: The bottom ten states in 1990 and each state's rank in 2009		
	1990	2009
Oklahoma	41	40
West Virginia	42	47
North Carolina	43	32
Tennessee	44	42
South Carolina	45	41
Mississippi	46	50
Arkansas	47	43
Kentucky	48	33
Louisiana	49	49
Alabama	50	46
Source: Childress & Howell, 2011, p. 1.		

Developing Kentucky's Next Generation Accountability System

In 2016 Commissioner Stephen Pruitt established a process for developing the next generation accountability system for Kentucky. Key to the process is widespread input from hundreds of Kentucky citizens from across the Commonwealth. The detailed work was done by five work groups that addressed Educational Innovations, Access and Opportunity, Postsecondary Readiness, Assessment, and School Improvement. Each work group consisted of 10-30 persons selected for their expertise and diversity of perspective and experience. The Systems Integration work group was charged with integrating the work of the five work groups into a coherent set of recommendations that would specify the key design features of the accountability system. The Systems Integration work group's recommendations would be submitted to the Commissioner's Accountability Steering Committee, which would present a final set of recommendations for Commissioner Pruitt to take to the State Board of

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[1] Childress, M.T. & Howell, M.L. (2011). "Kentucky Ranks 33rd on Education Index." Issue Brief on topics affecting Kentucky's economy. Paper 3. Lexington, KY: University of Kentucky, the Center for Business and Economic Research at UKnowledge.
http://uknowledge.uky.edu/cber_issuebriefs/3

Education. The Systems Integration work group's recommendations will also be reviewed by the Consequential Review work group to check for possible unintended consequences of the recommended system; the Regulatory Review work group will check for possible legal implications, including whether the recommendations meet federal and state requirements, whether any recommendations conflict with federal and state requirements, and whether the recommendations imply any recommendations for requests for changes in state law.

Organization of This Document

This document is a draft of the recommendations from the Systems Integration work group. It consists of three main sections:

1. Key Statements of Accountability Principles and Values
2. Recommendations for Accountability System Architecture
3. Recommendations for Specifications and Key Business Rules

The Key Statements of Accountability Principles and Values undergird the work of the Systems Integration and other work groups. These statements provide the guidance for all the detailed work to follow.

The Recommendations for Accountability System Architecture provide the basic blueprint for Kentucky's accountability system: the main components and how they are related to each other.

The detailed specification of "business rules" of how to perform particular calculations was generally beyond the purview of the Steering Committee or the work groups; the approach taken was that the Steering Committee's recommendations would specify the "what" and the detailed "how" would be developed by the Kentucky Department of Education in consultation with and reviewed by extensive partners. However, there are some recommendations for detailed specifications and key business rules; these have been chosen to guide subsequent work and to illustrate a few areas that were thought to be of especial importance and interest to groups reviewing the accountability system at this stage of development. [This version does not yet have the section on Recommendations for Specifications and Key Business Rules.]

Key Statements of Accountability Principles and Values

The Accountability Steering Committee generated a statement to provide guidance for the new accountability system:

> The system should
>
> - Be focused on the welfare of all students and promote good decision making for their benefit
> - Promote a holistic and quality education for all students
> - Reflect the guiding principles of equity, achievement, and integrity
> - Be simple and easy to understand
>
> Data should be reported in a dashboard that better illustrates school/district progress or deficits than a single number.

The Systems Integration Work Group, building on the Steering Committee's statement, developed five key statements of accountability principles and values it believed should direct the Kentucky accountability system. These statements address:

- promoting excellence and equity for all students through school accountability,

- incorporating richer indicators of the "whole child" and "whole school,"

- focusing on career, college, and life "future preparation" for all students,

- balancing responsibility for accountability between the state and districts/schools,

- structuring reporting and feedback to promote improvement through cooperation and not just competition or accountability scores/ratings,

- recognizing the varied ways to support better education throughout the state through creating some flexible aspects of accountability, and

- providing more information to inform public reporting and school improvement than just indicators included in state ratings.

The key statements of accountability principles and values generated by the Systems Integration work group were supported by the Accountability Steering Committee.[2] Those key statements are presented below.

1.   Kentucky's Educational Accountability System is Focused on Student Opportunity and Success

All students must be provided personalized options, equitable access, and effective supports to achieve high levels of success. Every high school graduate should have the level of preparation needed to successfully proceed to the next step in a chosen path: a degree, credential, certification, apprenticeship, workforce or military ("Postsecondary Readiness").

- All children will have opportunities to learn academic, social, workplace and life knowledge and skills necessary to ensure successful transitions (including Kentucky academic standards).
- Educators support students in developing these knowledge and skills in ways appropriate to the child;
- All shareholders have access to data related to student access, opportunity, and evidence of student learning and school performance.

2.   Kentucky's Educational Accountability System Focuses on Indicators of Both Opportunity and Success

To do this, schools will report attainment on a series of leading (inputs) and lagging (outputs/outcomes) indicators (both academic and nonacademic) to report.

Organizing themes include:

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[2] The Kentucky Department of Education is committed to a public and transparent process. To this end, all committee meetings are public, and meeting records and materials are available on the KDE website.   See http://education.ky.gov/CommOfEd/adv/Pages/Commissioner%27s-Accountability-Work-Groups.aspx, or go to www.education.ky.gov and search for "accountability work group."

- Equitable access
- Learning environment
- Systems of support
- Community and Business Partnership
- College and Career/Postsecondary Readiness

Assessment system should be student centered and

- Draws appropriately on multiple measures. A system based on a single assessment is NOT appropriate for all learners or all schools.
- Anchored on preparation of students for successful transition to post-secondary
    - Based on Kentucky standards that incorporate critical thinking skills
    - Measures not only cognitive outputs, but also social and emotional wellness, work and life "essential skills"
- Be supportive of good school systems (e.g., focused on needs of individual students, effective/collaborative school programs)
- Provide some flexibility within districts and schools that allows them to identify values and needs in the community and include in their local measures
- Provide quality evidence that fits purpose and use (not always a test score)
- Attention to time on testing – most efficient use of
    - Through integration of content where appropriate
    - Use of technology (e.g., computer adaptive testing)

3. **Kentucky's Educational Accountability System Supports Accountability through both Reporting and Ratings**

A strong (aA)ccountability system includes both indicators that are used in formal accountability ratings and consequences (sometimes referred to by Steering Committee members and others as "Accountability" or "'Big A' accountability") and also reporting without formal evaluative ratings or consequences (sometimes referred to as "accountability" or "'Little a' accountability).

- Reporting
    - broader, deeper evidence
    - flexible for local action and accountability
    - do not want to subject to high pressure accountability
- Reporting and Rating
    - Focal (e.g., for everyone)
    - Subject to quality criteria (e.g., standardized)

Public reporting should be used to incentivize and recognize good practice, rather than penalize bad performance. It is possible to promote best practice standards if the formal accountability stakes are lower, e.g., not attached to formal accountability rating.

Evaluative rating(s) should inform public understanding and support good action and use

- Rating, but not a single numerical score
  - Reduce unproductive competition
- More detail available
  - Should provide useful feedback (e.g., descriptions)

There must be a balance between measures that are technically strong and measures of what is important and valuable.

4. Kentucky's Educational Accountability System will Provide a Fair Means for Identifying Schools for Support

Goal is to identify schools truly in need of support in order to improve, and to provide effective support such that the school can exit support status.

Develop entrance and exit criteria for comprehensive and targeted interventions that support the "lowest performing" schools and the "lowest performing" groups of students. The criteria will allow schools to exit comprehensive or targeted supports when meeting fair exit criteria.

The definitions will at least meet federal requirements (e.g., definition of comprehensive is bottom 5% of schools; graduation rate < 80%; or in Targeted Support for three years without exiting.

5. Kentucky's Educational Accountability System Should Invest in Developing Forward-looking Assessment and Accountability Systems

Promote flexibility in assessment and accountability at the district-level to match curriculum and instructional flexibility.

Create optional pilot assessment system within accountability system of a competency- based system:

- Mutually earned trust between State Educational Agency and Local Educational Agency
- Locally defined competencies based on state content standards with the LEA grouping standards into competencies
- Students demonstrate mastery of competencies through assessments coordinated with competence-based instruction
- Create credibility and evaluate soundness through the pilot where students will take both state assessment and demonstrate mastery locally.
- Assessments are flexible and will be housed in a digital assessment bank important to students testing as needed in real time versus during a testing window.

Recommendations for Accountability System Architecture

The Accountability System architecture will be described in two layers:

- The main parts and their functions: Uses, Areas assessed, Reports, Supports
- Indicators and measures for each Area assessed

Main Parts and Functions

1. Kentucky's Accountability System will include both elements that will contribute to a formal accountability rating, and elements that will be reported but will not be associated with a formal rating. The elements that will be reported but not rated will provide a broader view of important and actionable elements of school quality, supporting achievement, equity, and integrity.

Elements Reported in Kentucky's Accountability System		
The Dashboard		
Reported and used in accountability ratings and actions	Reported and used to inform understanding and actions, but not included in accountability ratings	Reported outside the accountability system

The elements reported for the accountability system—both those used in ratings and those not used in ratings—will constitute what is called, "the Dashboard."

2. The indicators reported and used in accountability ratings and actions are key to supporting both equity and excellence.

Elements Reported in Kentucky's Accountability System	
The Dashboard	
Reported and used in accountability ratings and actions	Reported and used to inform understanding and actions, but not included in accountability ratings
Areas: • Proficiency/Postsecondary Readiness • English Language Proficiency • High School Graduation • Growth • School Quality/Student Success • Local Option Elements	

3. The indicators reported and used to inform understanding and actions, but not included in accountability ratings are chosen to inform program quality, and constitute leading and lagging measures of success to those indicators used in accountability ratings and actions.

Elements Reported in Kentucky's Accountability System	
The Dashboard	
Reported and used in accountability ratings and actions	Reported and used to inform understanding and actions, but not included in accountability ratings
Areas: • Proficiency/Postsecondary Readiness • English Language Proficiency • High School Graduation • Growth • School Quality/Student Success • Local Option Elements	Areas (leading/lagging): • Postsecondary Readiness • Equitable Access • Learning Environment • Systems of Support • Community/Business Partnerships • Local Option Elements

4. The accountability system will support reporting an overall accountability rating and additional information that is clear, accurate, evaluated, and actionable.

Elements Reported in Kentucky's Accountability System	
The Dashboard	
Reported and used in accountability ratings and actions	Reported and used to inform understanding and actions, but not included in accountability ratings
Areas: • Proficiency/Postsecondary Readiness • English Language Proficiency • High School Graduation • Growth • School Quality/Student Success • Local Option Elements	Areas (leading/lagging): • Postsecondary Readiness • Equitable Access • Learning Environment • Systems of Support • Community/Business Partnerships • Local Option Elements
Reported: • Overall rating (e.g., 1-5 stars) • Rating of each Area Performance on each Indicator within each Area	

The Overall Rating will consist of a number of performance levels, indicated by a clear system such as 1-5 stars, where more stars indicates better performance. The Overall Rating will be determined by combined performance on the Areas; for example, high performance on five areas = 4 Stars; high performance on five areas and optional "Plus Elements" = 5 Stars. The Overall Rating reflects a profile of performance in the Areas; there is no underlying single numerical score.

5. Support for schools with low accountability performance and ratings will be provided by the Kentucky Department of Education. Support will consist of targeted and comprehensive support, including those resources provided under Kentucky's model of support developed over the past two decades.

Elements Reported in Kentucky's Accountability System	
The Dashboard	
Reported and used in accountability ratings and actions	Reported and used to inform understanding and actions, but not included in accountability ratings
Areas: • Proficiency/Postsecondary Readiness • English Language Proficiency • High School Graduation • Growth • School Quality/Student Success • Local Option Elements	Areas (leading/lagging): • Postsecondary Readiness • Equitable Access • Learning Environment • Systems of Support • Community/Business Partnerships • Local Option Elements
Reported: • Overall rating (e.g., 1-5 stars) • Rating of each Area • Performance on each Indicator within each Area	
Support • Provided to those schools identified as low performing and most needy • Other support provided to schools also identified as low performing but not as needy • Schools identified into an eligible pool on the basis on a "first cut" using the rating information, and then finally selected on the basis of a "second cut" using additional information • Schools will qualify to exit from state supports based on exit criteria established by the state.	

The total number of schools identified for support will balance accurate identification, federal requirements (e.g., "bottom 5%"), state priorities, and state capacity. The support provided by the state will be differentiated depending on school need, state capacity, and other relevant factors.

6. The Areas included in the Dashboard that are reported but not used for accountability ratings consist of several indicators. Each is reported in a simple format appropriate to the particular indicator, e.g., yes/no, none/little/some/much, etc. Support will be provided by KDE and others to help schools, districts, and others interpret and use the information.

Elements Reported in Kentucky's Accountability System	
The Dashboard	

Reported and used in accountability ratings and actions	Reported and used to inform understanding and actions, but not included in accountability ratings
Areas: • Proficiency/Postsecondary Readiness • English Language Proficiency • High School Graduation • Growth • School Quality/Student Success • Local Option Elements	Areas: • Postsecondary Readiness • Equitable Access • Learning Environment • Systems of Support • Community/Business Partnerships • Local Option Elements
Reported: • Overall rating (e.g., 1-5 stars) • Rating of each Area • Performance on each Indicator within each Area	Each indicator reported separately in a quality metric specific to the indicator (e.g., yes/no; none/little/some/much)
Support: • Provided to those schools identified as low performing and most needy • Other support provided to schools also identified as low performing but not as needy • Schools identified into an eligible pool on the basis on a "first cut" using the rating information, and then finally selected on the basis of a "second cut" using additional information • Schools will qualify to exit from state supports based on exit criteria established by the state.	Support by KDE and others: • Provided to help schools/districts interpret the information reported as feedback to improve the areas they choose • Provided to help schools/districts portray their performance to parents, school boards, and others • Provided to help parents, others interpret the information reported

Indicators and Measures Used in Accountability Rating

Indicators and measures will be developed for six Areas:

• Proficiency/Postsecondary Readiness
• English Language Proficiency
• High School Graduation
• Growth
• School Quality/Student Success
• "Plus" Elements

Proficiency/Postsecondary Readiness

Every student will demonstrate degree of Proficiency on a system of state assessments connected to all domains of Kentucky's Academic Standards.

The assessments should have incorporate innovations that support the curricula and instructional models used by districts to support student learning. Innovations might include:

- Literacy- and numeracy-based assessments that assess reading, writing, and mathematics in the context of the disciplines where appropriate to support full curriculum (avoid narrowing the curriculum to reading and mathematics)
- Assessments that require more measures of critical thinking/applying knowledge and practice, high levels thinking skills. Assessments should support schools moving toward a competency-based system.
- The Global Competency content standards should be integrated into Kentucky's Social Studies Standards for assessment.
- High school assessments provided by the state that are customized to the district's curriculum but which cover a blueprint of standards to be addressed during multiple years of high school; scored by the state to yield a summative score at the end of the grade span. This permits a more complete set of the content standards to be taught than a single end-of-course exam, but has the flexibility of administration timing like a set of end-of-course exams.
- It was recognized that the amount of time spent on testing should be reduced if possible. Computer-adaptive testing was considered but not recommended at this time, given the priority to pursue other assessment innovations first.

Special assessments should be developed for special circumstances.
- Alternative school programs should be held accountability, along with the districts that send these students. Sending districts/schools should report the number/demographics of referred students. Differentiated and equitable accountability should be applied based on the type of setting. KDE will develop multiple models for assessment and accountability reflecting different types/settings of alternative schools. (For example, students held in detention centers need not be assessed on the state academic assessments.)
- Alternate assessments for students with severe cognitive disabilities should be revised.
  - Include a balanced assessment system that includes practical life skills in addition to academic standards relevant to student needs.
  - Purposefully review and select appropriate standards based on learning progressions (i.e., alternate assessment for science).
  - Students participating in the alternate assessment with a symbolic or a non-symbolic mode of communication should have a reduced number of academic standards assessed. Currently, six standards are required to be assessed by all students participating in the alternate assessment. Students with symbolic communication should have four standards assessed; non-symbolic should have two standards assessed. Alternate assessments for non-symbolic students should have more emphasis on communication skills.
  - Eliminate the Assessment and Accountability Folder (AAAF) because the Attainment Task (AT) portion of the Alternate Assessment has been validated since the move from an Alternate Portfolio.
  - Need career ready mathematics standards and financial literacy for all students.

Each school will be held accountable for high school students' demonstrating postsecondary readiness.

Definition:

>Postsecondary Readiness(Diploma +) is the level of preparation a high school graduate needs in order to successfully proceed to the next step in a chosen path: a degree, credential, certification, apprenticeship, workforce or military.

Theory of Action:

>If all students are provided the opportunity to attain all required standards (Kentucky Academic Standards) in each grade/year they are in school and

>If educators collectively agree that each student will be supported in learning/succeeding at high levels and in areas that align with each student's interests/needs for successful transition to further postsecondary paths to acquire a degree, credential, certification, apprentice, workplace, military and

>If all shareholders have access to and use data related to student access and opportunities to varied learning experiences and supports in order to continuously improve course offerings, extended educational experiences, then

>Each student will have an opportunity to develop the academic, social, and workplace/life skills necessary to ensure a successful transition from preK-12 to the career route of their choice.

Measures:

>Evidence of postsecondary readiness involves three components

- Transition Ready
- Essential Skills and
- Postsecondary Transition Success

Proposed Readiness Indicators	**Transition Ready**			
	Student			
	Successful completion of rigorous courses lead to successful post-secondary transition Advanced Placement (AP), Career and Technical Education Dual credit Career Pathways International Baccalaureate (IB)			
Proposed Measures	All students will achieve <u>one</u> of the following in the academic category			
	College Readiness (ex: ACT, SAT, KYOTE, Work Keys, etc.),	Successful score of 3+ on 1 of the following core: -Math Or English Or Science -<u>Plus</u> one AP/IB course of interest Dual Credit Coursework	Industry Cert. or KOSSA, local assessments needed for employment (e.g., TABE)	ASVAB (Military Students) 50 AFQT

Proposed Readiness Indicators	**Essential Skills**					
	Student					
	Demonstration of personal and professional essential skills for successful post-secondary transition					
Proposed Measures	All students will achieve three of the following in the professional skills category (Essential Skills for Success)					
	4% unexcused absences or less per year over high school career	**WBL Experiences**	**25 hours of Service Learning/Community Service** **-hours of community performance**	**Co or Extra-Curricular Activities**	**Dual Credit Coursework**	**Leadership Experiences**

Alternative recommendation for Transition Ready and Essential Skills: Portfolio/Resume that student completes through K12, capstone project that includes presentation

Proposed Readiness Indicators	Measure of Success for Post High School Transition
	Student
	Students enrolled in postsecondary education, registered apprenticeship, military, within 2 years after high school graduation.
Proposed Measures	Students enrolled in postsecondary education, registered apprenticeship, military, within 2 years after high school graduation.

<u>"Local Option Elements"</u>

- Create a system to allow schools/districts to include local measures that reflect values and needs of the community.
  - For example, the Foreign Language component could be attached to College Career readiness plus as an incentive to broaden language instruction at the High School. (Due to lack of a resource to fund language teachers, and there are not enough qualified foreign language teachers for every school in the Commonwealth.)

Model 2: Definitions

Pathway-An aligned sequence of courses that span secondary and post-secondary (and may include additional acquired experience) that is in high skill, high demand field, and culminates in a credential with specific labor market value established by industry.

A **credential** of value may include an industry recognized credential, trade certification, associate's degree, bachelor's degree, or advanced degree.

The definition of pathway goes beyond a CTE pathway to encompass the trajectory of **all students** and **all fields**.

Essential Skills for Success-Submitted by Kentucky Chamber of Commerce
The Skills Everyone Needs, No Matter Where They Work or Study
The skills and characteristics identified by employers as critical to workplace success:

- Reliability – shows up on time every day ready to work; dresses appropriately; exhibits self-control and motivation
- Drug free- shows up to work ready to pass a drug test
- Adaptability – is open to learning and problem solving; embraces new ways of doing things
- Works well with others – communicates effectively, respects differing points of view, cooperates and collaborates, shows enthusiasm
- Exhibits knowledge and the ability to apply it in:
  - Reading
  - Writing
  - Mathematics
  - Science & Technology (depending on position)

Three components must determine postsecondary readiness: Transition Ready, Essential Skills, and Postsecondary Success.

Transition Ready

Measure: Individual student or % of graduation cohort that demonstrates successful progression toward credentials beyond high school.

Ability to measure successful progression	
Level 3	PLUS: Attainment of 1+ postsecondary credits aligned to the student's academic and career interests that lead to a credential (dual credit, AP, IB)
Level 2	PLUS: Completed pathway of 3 or more credits that is aligned to the student's academic and career interests*
Level 1	Completion of state defined graduation requirements

*Pathways developed must be approved by KDE that ensure quality and alignment to a credential of value and assessment.

Identification of students' academic and career interests can be determined through the use of the ILP and career advising.

Measure: Individual student or % of graduation cohort that successfully met benchmark on a postsecondary readiness assessment.

Military	ASVAB
Career	Industry certificate or KOSSA AND Work Keys Assessment
College Entrance Exam	Students meet state identified benchmarks on college entrance exam.

All students participate in college entrance exam

Essential Skills

Measure: Individual student or % of graduation cohort that successfully completed a co-curricular experience aligned to their identified interests.

Ability to measure successful progression	
Level 3	PLUS: Third-party evaluation that student met expectations and demonstrated gain of academic, technical, and/or professional skills. * **
Level 2	PLUS: Alignment between student's academic and career interests and co-curricular learning and leading experience. *
Level 1	Completion of state defined co-curricular learning and leading experience. *

Attendance will be expected at 96%.

*Co-curricular experiences include: apprenticeships, service learning/performance, internships, shadowing, mentoring, school-based enterprises, apprenticeships, cooperative education, and entrepreneurships.

**Refer to the KDE WBL Guidance to determine evaluation of WBL experience. (KDE will most likely need to update the evaluation and include a rubric.)

*** Identification of students' academic and career interests can be determined through the use of the ILP and career advising.

Post-Secondary Success

Measure: Individual student or % of graduation cohort who are enrolled in postsecondary education, apprenticeship, military or workforce 2 years after high school graduation.

English Language Proficiency

High School Graduation

Growth

School Quality/Student Success

Indicators and Measures Reported but Not Used In Accountability Ratings

The Dashboard would include extensive information about student and school performance for informational purposes. Public reporting enables a type of accountability, both for districts/schools to monitor their own performance and for others to have transparency.

Access and Opportunity in the Dashboard

From the glossary of education reform (http://edglossary.org/opportunity-gap/):"**Opportunity gap** refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students. Generally speaking, *opportunity gap* refers to inputs—the unequal or inequitable distribution of resources and opportunities—while *achievement gap* refers to outputs—the unequal or inequitable distribution of educational results and benefits."

The workgroup sought to identify conditions and data that should be publicly reported as a means to elevating the importance of intentionally supporting all students through resource and opportunity allotment. The proposed 'indicators' serve as a status check for both inputs and outputs that are proven to influence success in school, work, and life.

Theory of Action:

If all students are provided the opportunity to attain all required standards (Kentucky Academic Standards) in each grade/year they are in school *[Equitable Access; Program Reviews*] and

If students are individually supported to attain the standards by effective teachers who provide ongoing feedback and responsive instruction [*Equitable Access; Program Reviews; Systems of Support*] and

If educators collectively agree that each student will be supported in learning/succeeding at high levels and in areas that align with each student's interests/needs for successful transition to further education/workplace/career [*Equitable Access; College/Career (Job) Readiness*] and

If all shareholders have access to and use data related to student access and opportunities to rich and varied learning experiences and supports in order to continuously improve course offerings, extended educational experiences, and meaningful social, emotional and physical supports [*Equitable Access; College/Career (Job) Readiness; Learning Environment; Systems of Support]* then

Each student will have an equitable opportunity to develop the academic, social, and workplace/life skills necessary to ensure a successful transition from preK-12 to the future pathway of their choice, equipped with skills, knowledge and dispositions needed for next steps and productive citizenship.

In terms of accountability, the workgroup believes that a public reporting of objective information that is proven to impact student success in both academic and non-academic areas is needed. Information reported would not be 'evaluative' or translated into a 'score,' per se. Rather, it would serve as a collection of leading and lagging indicators for all shareholders to review in monitoring local efforts and responsiveness to students' access and opportunities.

The rationale for each of the main categories is given below.

POSTSECONDARY READINESS SKILLS

Beyond academic skills defined/required in the Kentucky Academic Standards, students need to acquire knowledge of and opportunities for applying skills that allow them to persist and succeed in future learning and workplace situations.

Rationale/Notes

Each district is responsible for enacting a curriculum/course of studies that provides students with opportunities to not just do well on academic tests or projects, but that also supports key 'lifelong' skills. Persistence in higher education and the workplace require attention to social, emotional, and practical life skills in addition to academic skills.

EQUITABLE ACCESS

Students cannot achieve if they do not have access to courses and other learning experiences/opportunities and then adequate supports for achievement/success in those. Public reporting of objective equitable access indicators will spotlight both successful practices/results as well as areas for improvement.

Rationale/Notes
ALL students must be provided personalized opportunities, equitable access and effective supports to achieve high-levels of academic success as demonstrated by course and programmatic offerings that expose all students to required standards and enroll representative demographic rates as the overall school demographic; policies that encourage all students to pursue rigorous courses/experiences; and

commitment to adequate support for student success, both academically and through non-academic means.

LEARNING ENVIRONMENT

Learning environment refers to identifying, leveraging, and marshaling appropriate resources including diverse physical locations, contexts, and cultures so every resource focuses on student, family, and community engagement.

Rationale/Notes

Schools and districts that best serve students serve entire families and communities.

Program Reviews

Proceed with Program Reviews in the 3 areas described in SB1 (2009): Arts, Practical Living/Career Studies, and Writing. Schools with any primary grades, K-3, would also complete the K-3 assurance annually to meet the expectation regarding intervention services. KRS 158.305 http://www.lrc.ky.gov/Statutes/statute.aspx?id=40169

- Program Reviews will not receive a score nor will they be entered into the state accountability score formula.
- Results of the program reviews in each school are made public, including improvement strategies determined by the school as part of the annual school improvement process;
- Program Reviews are subject to audit through processes developed by the KY Department of Education. KRS 158.6453 http://www.lrc.ky.gov/Statutes/statute.aspx?id=45401

Rationale/Notes

High quality programs in Visual and Performing Arts, Writing, and Practical Living/Career Studies should be available to all students.

- Program Review Rubrics should be utilized as part of a continuous improvement process in each school/district.
- Specific, measurable, meaningful, and manageable goals/activities should be established for the identified needs based on the program review conducted and reflected in the school/district improvement plans.
- Program improvement goals should be monitored for results.

*Specific emphasis on retaining certified, specialized teachers in each area for the purpose of providing instruction to all students in the specific areas and ensuring all students have the opportunity to learn the standards in each grade in those areas is critical to assuring access and opportunity.

Note: Global Competencies should be incorporated within and assessed within social studies; world languages are a component of global competency and should continue to have a place in a school's curriculum.

SYSTEMS OF SUPPORT

A system of support is any program/resource/etc. that addresses the academic, behavioral, social, and emotional needs of any individual student to be successful in their current education and ready to be successful in college and/or career.

Assumptions:

1. Strategies for teaching, intervening, and supporting students in a way that will ensure they have the literacy, numeracy, behavioral, and engagement skills necessary to be successful in college and careers should be integrated throughout the school years.
2. A focus should be on embracing and addressing the diverse needs of ALL students. Regardless of how effectively school district leaders develop and implement high-quality curricula aligned with standards, some students will need additional support and interventions to be successful.

Rationale/Notes

Ensuring access to rigorous and varied learning experiences is a start, but putting a comprehensive system of ongoing support to promote success for each student is essential to attaining equity in our schools.

COMMUNITY/BUSINESS PARTNERSHIPS

Opportunity and access are expanded and enhanced when formal and informal arrangements are formed between schools and/or districts with individuals, private sector organizations or businesses, and other public institutions to provide services, programs, or resources that will help support all students attaining academic and career aspirations.

Rationale/Notes

Where a student attends school or lives should not be limiting in terms of the opportunities that are available. Even very rural districts have been successful in forming partnerships that greatly enhance students' learning of both academic and non-academic skills that are proven to support future success.

A DASHBOARD composed of both **LEADING and LAGGING INDICATORS** will be beneficial to schools, districts, and the state as a whole. Leading indicators serve as 'compass points' – indicating if we are 'on course for success.' Lagging indicators are 'after the fact' indicators that let us know if we have succeeded. Using both will allow for the necessary corrections/adjustments that will ultimately result in better educational outcomes for all students. (All information would refer to the current academic year)

LEADING indicators proposed (generally 'inputs' or 'processes')	LAGGING indicators proposed (generally 'outputs' or 'outcomes')
Equitable Access	**Equitable Access**
Our school offers the following coursework or enrichment services: ☐ Primary Talent Pool ☐ Gifted and Talented ☐ Advanced Level Core or Electives ☐ Honors ☐ Advanced Placement ☐ International Baccalaureate Our school council has adopted policies or goals addressing equitable assignment of all pupils to the highest level of instruction or enrichment services available. ☐ yes ☐ no Our school employs a library media specialist **who formally focuses on** organizing, equipping, and managing the operations of the school library including assisting individuals and groups during the school day to work on projects, conduct research, and find resources to support educator and students teaching and learning needs. ☐ yes ☐ no Our school provides equitable access to digital devices (1:1) leading to redefined (transformational) connected learning practices and experiences. ☐ yes ☐ no	The percentage of students belonging to the following demographic groups earning a locally determined grade of C or higher in advanced coursework is **equal to or greater than** the percentage of <u>all</u> students earning a grade of C. ☐ Minority ☐ Free/Reduced Lunch ☐ Students with IEPs ☐ ELL Students The percentage of students in the following demographic groups earning a passing score on Advanced Placement or International Baccalaureate exams is **equal to or greater than** the percentage of <u>all</u> students earning a passing score on the same exams. ☐ Minority ☐ Free/Reduced Lunch ☐ Students with IEPs ☐ ELL Students (Grades K-3) The percentage of students belonging to the following demographic groups assigned to the Primary Talent Pool is **equal to or greater than** the total percentage of the same demographic group enrolled at our school: ☐ Minority ☐ Free/reduced lunch ☐ Students with IEP's ☐ EL Students

All Kentucky Academic Standards (KAS) assigned to a grade level for each academic area, including science, social studies, visual and performing arts, and practical living are taught to all students in each grade level. ☐ yes ☐ no Our school prohibits the scheduling of intervention/remediation during periods of regular core instruction or participation in electives or specials. ☐ yes ☐ no Our school employs a full time guidance counselor with knowledge of counseling and child and adolescent development, who creates and maintains a counseling program at the school level and brokers resources to meet student needs. ☐ yes ☐ no The following subjects are taught in our school by teachers with subject area certification and/or specialized training: ☐ Visual Art ☐ Music ☐ Dance ☐ Drama ☐ Media Arts ☐ Physical Education ☐ World Language(s)	(Grades 4-12) The percentage of students belonging to the following demographic groups receiving G/T services is **equal to or greater than** the total percentage of the school wide demographics in these areas: ☐ Minority ☐ Free/reduced lunch ☐ Students with IEP's ☐ EL Students (Grades 6-12) The percentage of students belonging to the following demographic groups enrolled in advanced coursework (including pre-requisite classes) **is equal to or greater than** the total percentage of the same demographic population enrolled at the school. ☐ Minority ☐ Free/reduced lunch ☐ Students with IEP's ☐ EL Students
Postsecondary Readiness	**Postsecondary Readiness**
All high school students are required to participate in a work-based learning experience before they graduate. ☐ yes ☐ no Our school provides *all* students personalized and direct support, guidance, and instruction in the following: ☐ Elementary: College and Career *Awareness*	The % of the total number of students in the school graduating in the prior year with college credit was: ___ In the prior academic year, the % of students in the following demographic groups graduating with college credit was equal to or greater than <u>all</u> students in the school graduating with college credit. ☐ Minority ☐ Free/Reduced Lunch

☐ Middle School: College and Career *Exploration*
☐ High School: College and Career *Preparation*
☐ Work focused career exploration
☐ Advisor/Advisee program
☐ Post-secondary institution tours
☐ Preparing a resume or application
☐ Understanding of FAFSA & KEES
☐ College Admission Exploration
☐ Navigating college resources
☐ College & Workplace Autonomy & Self Advocacy Skills
☐ Business/Industry tours
☐ Work Ethic Certification
☐ Training in interviewing skills
☐ Preparing a cover and thank you letters
☐ Essential Skills expectations:
    a. Behavior on the job
    b. Getting along with co-workers/boss
    c. Being reliable and on time
    d. Collaboration/Teamwork Skills
    e. Mental/Physical Health
 	
Our school provides an intentional and systematic academic curriculum and/or guidance program for all students that promotes student self-efficacy through the development of the following skills.
 	
☐ *Decision making*
☐ *Problem solving*
☐ *Creative Thinking*
☐ *Critical thinking & Innovation Skills*
☐ *Effective communication*
☐ *Interpersonal relationship skills*
☐ *Self-awareness*
☐ *Empathy*
☐ *Coping with emotions & stress*
☐ *Cultural Competency and Awareness*
	☐ Students with IEPs
	☐ ELL Students

• Assessments of social/emotional wellness and cultural responsiveness, e.g., via student surveys that track engagement, well-being, hope, etc.	
Learning Environment	**Learning Environment**
Our school communicates expectations included in wellness and safety policies to students, parents/guardians staff members, SBDM council, and community members and ensures the policies are effectively enacted. ☐ yes ☐ no Our school makes equitable nutritional services available for all students beyond the typical school day. ☐ yes ☐ no Our school promotes/provides access to physical facilities outside of school hours. ☐ yes ☐ no Our school implements, monitors, and evaluates a family engagement plan. ☐ yes ☐ no Our school provides extended learning environments beyond the school location. ☐ yes ☐ no Our school communicates with all stakeholders using multiple modes of communication. ☐ yes ☐ no Our school connects with families in multiple ways (home visits, family nights, training opportunities, etc.). ☐ yes	

☐ no Early Education Parent Involvement/Communication Community Accountability	
Systems of Support	**Systems of Support**

Our school seeks to improve the academic achievement, self-esteem, social competence, and avoidance of problem/high-risk behavior among all students by intentionally developing a mentor/advisor program that connects each student to a caring adult who works to help each student achieve their potential.
  ☐   yes
  ☐   no
	The percentage of students assigned out-of-school suspension belonging to the following demographic groups is **equal to or less than** the total percentage of the same demographic group enrolled at our school:
	  ☐ Minority
	  ☐ Free/reduced lunch
	  ☐ Students with IEP's
	  ☐ ELL Students

Community/Business Partnerships	**Community/Business Partnerships**

Our school has developed collaborative relationships with the following types of community partners for the purpose of directly supporting/enhancing students' academic and career aspirations:
  ☐   Industry
  ☐   Business
  ☐   Other schools/districts
  ☐   Postsecondary
  ☐   Nonprofit
  ☐   Faith-based
  ☐   Junior Achievement
Other: _____
 	
Our school utilizes community/parent volunteers.
  ☐   yes
  ☐   no
Our school participates in community service and service learning activities as an important component to the development of the whole student.
  ☐   yes
  ☐ no	